

Workbook 1 Contents (2009)

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Syllabus Area A

Teaching English to Speakers of Other Languages:

Module 1

The aim of this Syllabus Area is to consolidate and expand on your understanding of the TEFL principles acquired during a TESOL Certificate course and/or gained as a practising TEFL teacher. Trainees are expected to demonstrate a full understanding of current methodologies, in terms of both practical application and theoretical knowledge. On completing this module trainees should be able to discuss in detail ways of teaching English as a foreign, second or international language in a variety of learning/teaching circumstances, at different age levels and stages of achievement, for diverse purposes, and to various types of learner and class.

This Syllabus Area applies particularly to Sections 2 and 3 of Unit 1 (the written examination) of the Licentiate Diploma in TESOL.

We're interested in your insights and judgements as they relate to classroom practice - so feel free to draw on personal experience throughout this module. This is your opportunity to develop awareness of **what** you teach, **why** you teach, as well as **how** you teach.

The required reading for this Syllabus Area is:

The Practice of English Language Teaching by Jeremy Harmer (4th Edition published 2007)
Recommended reading includes:

A Course in Language Teaching	P. Ur	CUP 1999
Tasks for Language Teachers	M. Parrot	CUP 1993

Syllabus Outline:

1. **Self Appraisal**
 - a) Self Assessment Quiz
 - b) Factors influencing learner behaviour
 - c) Being a teacher
 - d) Job satisfaction
 - e) Strengths and weaknesses
 - f) Motivation
2. **Needs Analysis**
3. **Lesson Planning/Course Design/Syllabus Design**
4. **Teaching Skills**
5. **Error Analysis**
6. **Resources**
7. **Specialist Teaching**
8. **Learning beyond the classroom/ Professional Development**

a) Self Assessment Quiz

This quiz, adapted from an original designed by Dr Paul Meara of University College, Swansea, is intended to raise your awareness of key issues in language learning.

The questions, answers and grades should not be taken too seriously... but no cheating! Write your answers on a piece of paper then add up your scores to find out how good a language learner you are likely to be.

1) Learn the following Samoan words:

tualua	husband or wife
tamaloa	man
tamaitiiti	child
taulealea	youth
loomatua	old woman

Did you find this task:

- a) easy and fascinating?
 - b) very difficult?
 - c) not easy; the words all look the same?
 - d) so boring that you didn't even try?
- 2) Tired after swimming in the creek, he decided to get some sleep, but the boolies made it impossible. Even the smoke from the camp fire didn't keep them away.

What is a boolie?

- a) a hostile native
 - b) a giant mosquito
 - c) a kind of noise
 - d) don't know
- 3) A foreigner asks you the way in very poor English. When he doesn't understand your reply do you:

- a) say it again but louder?
- b) get irritated and give up?
- c) draw him a map?
- d) find out if he speaks another language you know?

- 4)
- | | | |
|-----------------------|---|------------------------|
| ek kum chuchu | = | the train is coming |
| ek namas chuchu | = | the train is big |
| nek kum nive chuchu | = | the train isn't coming |
| nek namas nive chuchu | = | |
| ek chuchu | = | |

5) How many foreign languages can you greet someone in?

- 6) Your boss tells you that you have been chosen to go on a six-month course to learn Japanese. Do you:
- a) look for another job?
 - b) say they've chosen the wrong person?
 - c) worry a bit but reckon you'll cope?
 - d) look forward eagerly to starting the course?
- 7) You attend evening classes to learn a language. The class lasts two hours per week. List the sort of practice activities you might do on your own.
- 8) What do other people think about the way you speak and write English?
- a) they think I'm wonderful
 - b) I don't know
 - c) it depends on the situation
 - d) people sometimes say I'm not clear
- 9) When did you last read a book for pleasure?
- a) yesterday
 - b) can't remember
 - c) last week
 - d) last month
- 10) What do these words mean?
- a) furtive
 - b) captious
 - c) debris
 - d) hiatus
 - e) node

- 11) Read this list of words then turn the page.

depot identity sidle masterly occasional peevish tether impertinent beaker

Write down as many words as you can remember without looking at the list. No cheating!

- 12) In one minute write a list of things you could do with a cabbage (apart from cooking or eating it).
- 13) In one minute write down as many reasons as you can why it might be useful to learn Eskimo.
- 14) Complete the blank sentence below:

Momary hohadod a
lolitottotole lolamombob
itit'sos fofloleecoce wowasos
_____ asos sosnonow.

- a) wowhohitote
- b) white
- c) boblolacockok
- d) don't know

15) What do the following words mean in Samoan?

- a) loomatua
- b) tamaloa
- c) taulealea
- d) tualua

16) Are you male or female?

17) Are you under ten years old?

See next page for answers ...

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Answers

- Numbers after letters represent points
- 1) a 10; b 4; c 8; d 0
Good language learners find words fairly easy and aren't put off by the way they look.
- 2) a 5; b 10; c 0; d 0
Good learners are able to make imaginative guesses about the meaning of words.
- 3) a 0; b 0; c 10; d 8
Good learners make the most of their skills and manage to communicate in all sorts of unlikely situations.
- 4) The train isn't big (2 points) It's a train (2 points)
Good learners are quick at seeing patterns in a foreign language. (Negative sentences in this language begin with nek and the last word is always chuchu).
- 5) Two points for each language (maximum 10 points). This question shows how interested you are in languages and communication.
- 6) a 0; b 3; c 7; d 10.
Being scared stiff is obviously a bad sign!
- 7) Good learners practise a lot on their own. Give yourself 2 points for each different activity you listed (e.g. listening to cassettes while travelling, watching foreign language films on TV etc.)
Maximum 10 points.
- 8) a 4; b 2; c 10; d 5
Good learners think a lot about how they use language.
- 9) a 10; b 0; c 5; d 2
Good learners tend to read a lot - it's a good way of increasing your vocabulary.
- 10) 2 points for each word. Check your answers in a dictionary. If you don't own a dictionary deduct 5 points. The question is a simple vocabulary test. Good learners have bigger than average vocabularies.
- 11) Less than 5 score 0. 6-8 score 5. More than 8 score 10.
This test measures your short term memory. Most people can remember 5 or 6 words out of the list.
- 12) A point for each idea (maximum 10 points). People who are very rigid in the way they see things tend not to be very good at learning languages.
- 13) 2 points for each idea (maximum 10 points).
An important factor in learning a language is motivation.
- 14) a 10; b 2; c 7; d 0
This question assesses how willing you are to take risks in a language you don't know well.
- 15) 2 points for each word you got right. 5 points for each word you remembered without referring back. This question tests your memory again.

16) Females score 10.
On the whole women are better than men at learning languages.

17) If yes, score 100.
Your children are fantastically good at languages, but we seem to get worse at it after puberty.

*** Before you assess your performance, get a few students, colleagues or friends to do the same test and compare your grades...

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Interpret your score

0 - 30

You think you are useless at languages and can't see the point in trying. When abroad you find a place where they speak your language and stick to it.

30 - 70

Learning a language is hard work for you, but you get there in the end. You probably had a bad experience at school. Just remember that most people in the world speak at least two languages, and lots speak four or five, so it can't be all that difficult.

70 - 100

You're an average sort of learner, not brilliant, but you manage. You're always willing to have a go. Surprisingly it usually works too! Add some systematic study to this, and a bit of practice, and you'll be able to cope in most situations.

100 - 140

You can probably get by in one or two countries already, and learning a new language holds no terror for you. Don't give up when you feel you're making no progress. A bit more confidence, and some more concentrated practice, and you could start feeling really at home in your foreign language.

140 - 180

You are an outstanding language learner. You enjoy using words, and language is a constant source of delight for you. You don't learn a language simply because you have to - you actually want to!

200

Lucky you! It's always an advantage to have started learning languages at an early age - but aren't you rather young to be doing the LTCL Diploma?

We'll look at this text again at the end of workbook 8

b) Factors Affecting Learner Behaviour

The following factors all significantly influence a learner's approach to language learning. Give each factor a value between 1 (not important) and 5 (very important). Complete the first column **before** consulting the references listed below.

	1					2				
Age	1	2	3	4	5	1	2	3	4	5
Attitude to learning	1	2	3	4	5	1	2	3	4	5
Cultural background	1	2	3	4	5	1	2	3	4	5
Intelligence	1	2	3	4	5	1	2	3	4	5
Aptitude at languages	1	2	3	4	5	1	2	3	4	5
Competence in first language	1	2	3	4	5	1	2	3	4	5
Gender	1	2	3	4	5	1	2	3	4	5
Previous learning experiences	1	2	3	4	5	1	2	3	4	5
The teacher	1	2	3	4	5	1	2	3	4	5
Motivation	1	2	3	4	5	1	2	3	4	5
Nationality	1	2	3	4	5	1	2	3	4	5
Personality	1	2	3	4	5	1	2	3	4	5
Attitude to the target culture	1	2	3	4	5	1	2	3	4	5
The learning environment	1	2	3	4	5	1	2	3	4	5
The composition of the class	1	2	3	4	5	1	2	3	4	5

Now read: J. Harmer *Practice of English Language Teaching* 4th edition Pearson Longman (2007) Chapter 5 Page 81 - 120 (The older 2001 edition is Chapter 3 Pages 37 - 54 incl.) You could also consult pp 91-94, *Communicative Language Teaching* by W. Littlewood (CUP 1995).

In the light of your reading, complete the second column above. Any changes?

Now make a list of at least **five** other factors which may influence learner behaviour and again give a grade between 1 and 5 for each factor:

_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5

Choose **one** of these extra factors and explain briefly why it is significant:

e) Next we'd like you to consider as objectively as possible your strengths and weaknesses as a teacher.

In the column on the left make a list of your strengths (e.g. organisation, interpersonal skills, grammar awareness, grace under pressure etc.) and in the column on the right a list of what you regard as weaknesses (e.g. time-keeping, grammar awareness, organisation, interpersonal skills, grace under pressure).

Strengths

Weaknesses



Syllabus Area D

The History of English Language Teaching

Module 1

A) Introduction

For each workbook in this course, you will be asked to consider the approaches and methods that have influenced the way we teach English today. The points you will be asked to consider include:

- What are the key approaches and methods of the twentieth century, and how far do they still have influence in the modern classroom?
- What alternatives to 'communicative language teaching' have recently been proposed?
- How can an increased awareness of methods past and present affect your teaching in a positive way?
- How far does actual classroom practice conform to the characteristics of a particular method?
- What should be the roles of the teacher and the learner? Are these roles fixed or changing?
- How far are the course-books and supplementary material that we use influenced by a particular method or approach?

Teachers trained on a preparatory TEFL course (such as the Trinity TESOL Cert.) generally favour the 'communicative' approach without being aware of those methodologies it replaced, the alternatives that have been proposed or the theory underlying it. This part of the course will ask you to think carefully about how theory relates to practice and how increased knowledge can clarify your own views and help you make principled teaching decisions.

An excellent reference book (on the core reading list), surveying concisely all the major approaches in language teaching, is:

Richards/Rodgers: 'Approaches and Methods in Language Teaching', CUP 2001.

As extra reading you may, in the future, like to look at Communicative Language Teaching by William Littlewood CUP 1995

Task 1

First of all, we would like you to consider your own views on approaches and methods in the light of your experience both as a language teacher and learner. You may like to revise your views as you progress through this course.

Tick your answer in the boxes provided

Agree

Not Sure

Disagree

- 1) A syllabus should as far as possible reproduce the ways in which a child acquires his/her first language.
- 2) The students' first language should never be used in the language classroom.
- 3) New structures should always be presented in a natural context.
- 4) Drilling is crucial if students are to memorise what has been taught.
- 5) The 'communicative approach' may not be suitable for all students.
- 6) Students should acquire as much knowledge of grammar and vocabulary in the classroom as possible - practice can take place outside the classroom.
- 7) Errors in students' spoken and written language should always be corrected, either immediately or through feedback after an activity.
- 8) Fundamentally, a teacher or school can have little influence on language acquisition.
- 9) Acquisition of new vocabulary should form the basis of any syllabus.
- 10) Development of reading and writing skills are of secondary importance.
- 11) Students need to be taught about the culture of the language they are learning.
- 12) Most student errors are due to first language interference.
- 13) In planning a course, the teacher needs to consider the needs of the group as a whole rather than the individual.

Task 2

- i) Choose **three** of the statements from Task 1. Comment on them further in the light of your experience as a teacher and your reading on this subject.

STATEMENT 1

STATEMENT 2

STATEMENT 3

ii) Comment on the appropriate roles of:

- a) the teacher
- b) the student

in the foreign language classroom

Points you may like to consider include:

- Does a teacher have different roles at different stages in the lesson? e.g. organiser/controller/monitor. If so, which types of classroom activity would you associate with particular roles?
- How valid are students' perceptions of their role when they conflict with the teacher's? For example, students may expect the teacher to keep a tight control at all times, and may feel that pair/group work activities are a waste of time. How best can the teacher deal with this situation?
- How far should the teacher adapt his/her methods when faced, for example, with very large classes, or a class preparing for a public examination?

You may draw on your experience both as a teacher and a student.

A) The Teacher

B) The Student

Task 3: Further Reading

The previous tasks have required you to think about your own approaches and methods in general terms. In future assignments you will be asked to think in more detail about the major trends that have developed over the twentieth century, and how they influence the way we teach today. For next time, please familiarize yourself with the defining characteristics of the following methods. Chapter references from 'Richards and Rodgers' have been supplied.

- Early Methods - e.g. Grammar Translation, Direct Method (Chapter 1)
- Situational Language Teaching (Chapter 3)
- The Audiolingual Method (Chapter 4)
- Communicative Language Teaching (Chapter 14)

You will then be in a position to judge how your own teaching relates to these methods, and how increased knowledge may influence your teaching. It may be that you will revise your opinions in the light of your reading, or (more likely) that by understanding the rationale behind the way you teach, you will gain an added confidence in your teaching and your attitude to it.

Below is the front page of the Diploma Wiki.



The screenshot shows a web browser window displaying the front page of the SGI Trinity Diploma Wiki. The page features a header with the SGI logo and a main heading: "Welcome to the SGI Trinity Diploma Wiki! an interactive resource for all the candidates on the diploma course". Below this, there are sections for "This website contains the following for your information:" and "There are also the following sections which we would encourage you to actively contribute to:". The page also includes a sidebar with a "Navigator" menu, a "Share this workspace" section, and a "Recent Activity" section. The browser window title is "sgidip / FrontPage - Windows Internet Explorer" and the address bar shows "http://sgidip.pbworks.com/FrontPage".

Welcome to the SGI Trinity Diploma Wiki!
an interactive resource for all the candidates on the diploma course

This website contains the following for your information:

- guidelines on different areas of the Diploma
- samples for the Coursework Portfolio and lesson plans for the Practical Block
- application forms
- past papers
- reading lists

There are also the following sections which we would encourage you to actively contribute to:

- answers to FAQs on each workbook
- discussion forums according to what stage you are at in the course
- useful tips
- links to useful sites for further reading, materials, teaching ideas and jobs

Click on the links below or alternatively go through the folders in the sidebar on the right

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